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ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel acquire the skill and knowledge to help individuals gain work experience. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

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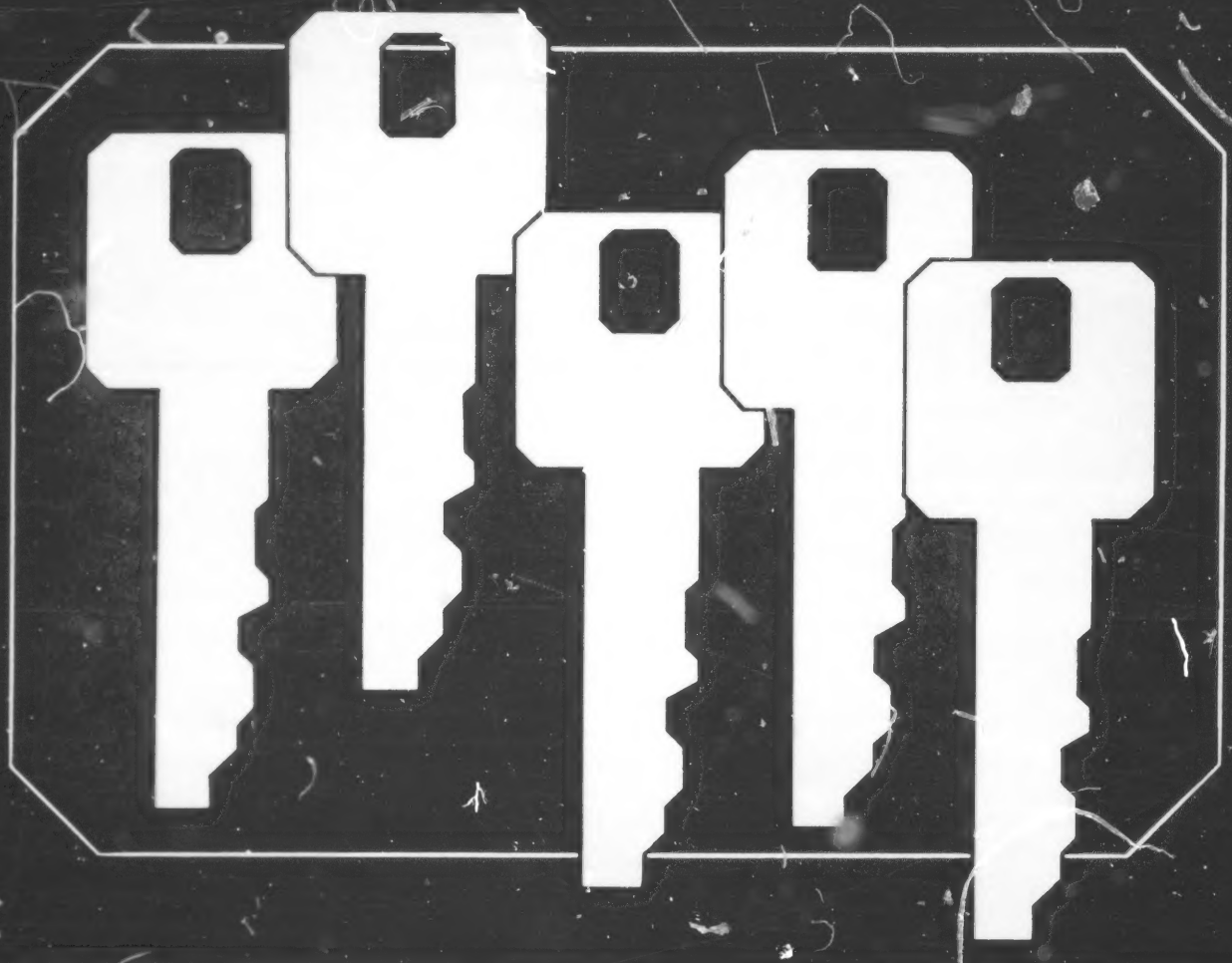
Develop a Work Experience Program



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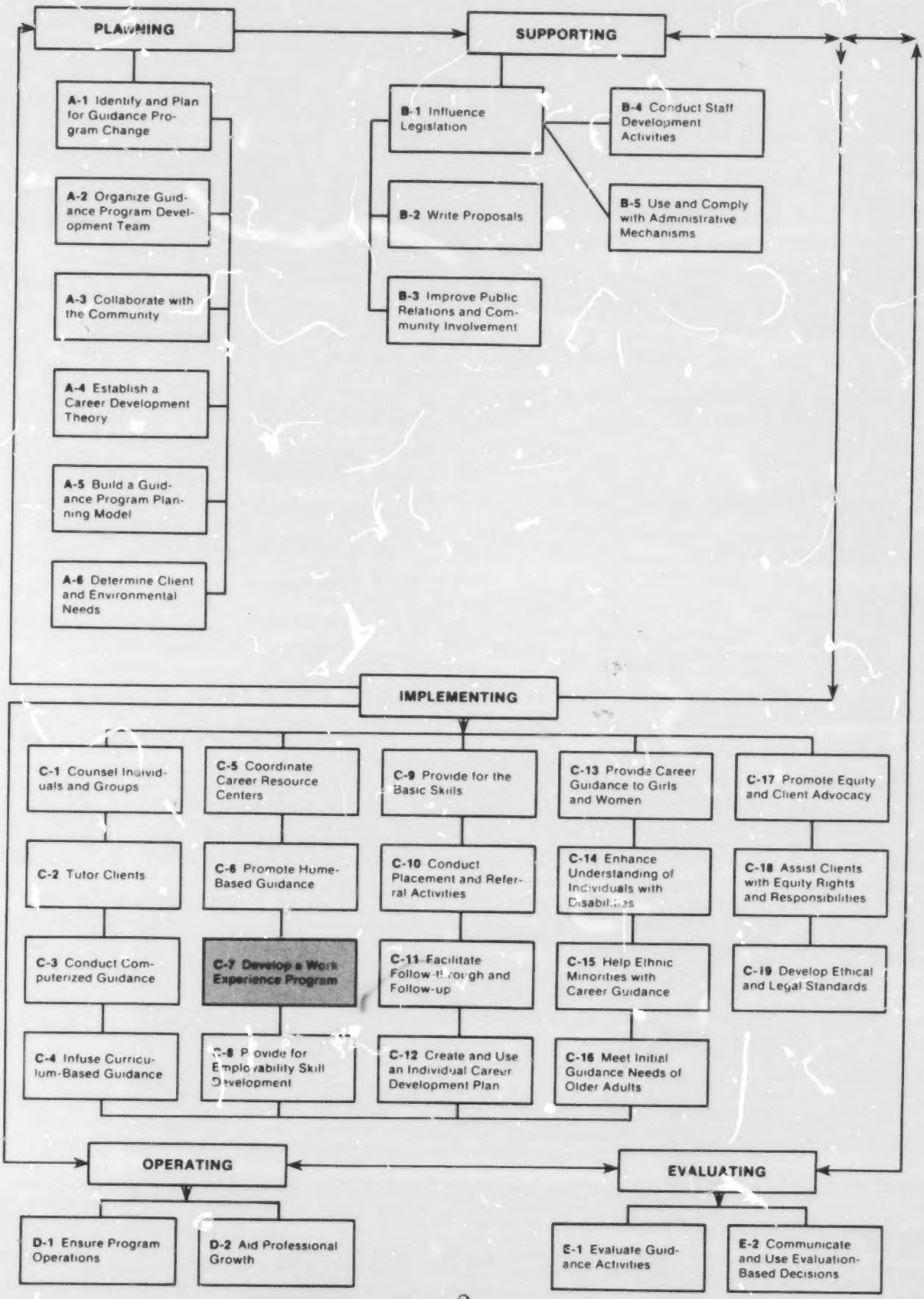
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A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
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B-1 Influence Legislation
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IMPLEMENTING
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C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
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OPERATING
D-1 Ensure Program Operations
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EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Develop a Work Experience Program

MODULE CG C-7

Module CG C-7 of Category C — Implementing
Competency-Based Career Guidance Modules

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1985

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education, under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in learning. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

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ABOUT THIS MODULE

DEVELOP A WORK EXPERIENCE PROGRAM

Goal

The goal of this module is to provide career guidance program personnel with the skill and knowledge to help individuals acquire work experiences.

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Guidance personnel are faced with an exciting yet awesome responsibility--to assist others in making appropriate educational and career decisions. To accomplish this important task, career guidance personnel must learn skills and strategies that will ensure their successful attainment of this goal.

This is one of a series of modules which address competencies required by guidance personnel in delivering career development guidance that will strengthen individuals' (especially low income youth) progressive achievement and effective personal use of an individual career development plan. The focus of this module is on work experience.

The work experience program involves **learning about** work and other life roles **through study, observation, and performance**. It is accomplished through the coordinated teamwork of career guidance professionals and work place supervisors who combine their abilities and areas of expertise to assist students in making the transition from school to work more smoothly and intelligently. Experiential learners are afforded the opportunity to acquire knowledge and skills for given occupations, to enhance their career development through observing and performing work experiences, and to improve their decision-making skills. Let us turn our attention to the delivery of work experience opportunities--a viable approach to enhanced delivery of quality career guidance.

The purpose of this module is to provide career guidance personnel with increased knowledge about various aspects of a work experience program.

Participants studying this module will be--

1. introduced to a **definition** of a work experience program and the identification of its major purposes and components;
2. made aware of the major categories of **participants** in a work experience program and the responsibilities of each;
3. apprised of various strategies for maintaining **community support** for work experience programs;
4. introduced to a definition of the term **"reflective session"** and an explanation of its value to participants in the work experience program; and
5. made aware of **problems** that **students** may have when working with other employees.

Defining Work Experience Program

Competency 1 — **Define the term "work experience program" and identify its major purposes and components.**

Work Experience Program

The term "work experience program" refers to **experiential education** and means learning about work and other life roles by studying, observing, and performing them. It involves expanding educational environments to places where these roles occur. Individuals are learning experientially when they enter work environments for the purpose of (1) acquiring knowledge and skills for given occupations, (2) enhancing their own career development through observing and performing work experiences, or (3) improving their own decision-making skills through studying the social context of work (Rose and Miguel, 1979, p. 1).

An article by Hedin and Conrad in *The Journal of the National Association of Secondary School Principals* describes research in which 4,000 students in experiential programs across the country were asked questions about the impact of their experience. Between 86 percent and 93 percent of the students queried related that they had gained the following skills:

- Greater concern for other human beings
- Ability to get things done
- Ability to work smoothly with others
- Realistic attitudes toward the elderly, handicapped, or government officials
- Motivation to achieve
- Better self-concept
- Increased responsibility to the group or class
- Risk taking (i.e., openness to new experiences)
- A sense of usefulness in relation to the community
- Problem solving abilities
- Assertiveness
- Independence

(Rose and Miguel, 1979, pp. 46-47)

Major Program Components

Wasson (1978) and Miguel (1979) reviewed over 250 work experience programs and identified a common core of major components for the design of programs. Using these components, Wasson and Miguel abstracted forty of these programs to illustrate their diversity and provide ideas for the design of programs. The major components are outlined next with some modifications for the purpose of this module.

- Purpose/rationale
- Population served
- Expected enrollment
- Selection procedure
- Placement process
- Pay for enrollees
- Time at work/learning site
- Graduation credit

- Evaluation of enrollees
- Cost of program
- Supervision at work site
- Business, labor, community involvement in program policy making
- Orientation for coordinators, enrollees, and on-the-job supervisors
- Coordination with classroom instruction
- Program guidelines
- Legal problems
- Transportation to work site
- Follow-up studies planned

Identifying Participants

Competency 2 — **Identify the major categories of participants in a work experience program and describe the responsibilities of each.**

Participants in a work experience program may be classified as learners, educational personnel, or work place personnel. Let us consider each of these in turn.

First, the **learners** will be discussed. In the Rose and Miguel publication, the authors, in developing experiential education policy guidelines, noted that learners should be at a stage of readiness to benefit from participation and that the experiences should have the capacity for developing the learners. Miguel (1979) adds that participation should be based on a clear and shared understanding of certain factors: (1) the skills, knowledge, and attitudes the learner is expected to develop; (2) the learner's need, readiness, and capacity for developing them; and (3) availability of resources and opportunities (p. 19). The learner has these responsibilities: to follow the guidelines set forth by the program supervisor and the work place supervisor, and to display good worker attributes--job-related skills and social skills. The impression learners make at the work place is reflective of them as well as of other prospective participant learners. Therefore, the learning participant should have a clear understanding of what the job entails, the company rules and regulations that pertain (the procedures to follow in the event of emergency situations, the person to contact in the event of tardiness or absence, etc.), and when to schedule counseling appointments with both work place and educational supervisors.

Next, let us discuss the **educational personnel** in the work experience program. This group includes professionally trained teachers or counselors. It is preferred that these participants have experience both in education and in industry or some other noneducational work background. This experience is beneficial to the successful implementation of the work experience program because such persons tend to have a better understanding of how linkages between agencies are established, how to communicate with noneducators on educational matters, how to guide learners through their program experience and assist them in interpretation of these experiences, and how to assess achievement of program objectives. If educational personnel lack background experience, preservice and inservice training should be implemented prior to their becoming actively involved in implementing the work experience program (Miguel 1979, pp. 36-37). Educational personnel have certain responsibilities. They must see that learners are ready to participate in the program. If learners lack the necessary skills to benefit from the program, the educational supervisor should postpone placement until such ineptitudes are ameliorated. When learners are ready, the educational supervisor should coordinate placement with the work place supervisor. The work place supervisor should be thoroughly apprised of the overall program objectives and must agree to comply with the guidelines set forth. The work place supervisor plays a

key role in the effectiveness of the program, but the burden of its success is not theirs alone. They should feel free to call upon the educational supervisor whenever a problem is perceived or suggestions should be made regarding the learner's progress. It is the educational supervisor's task to make sure that the work place supervisor is aware of the need for this "team effort." In addition, the educational supervisor should schedule appointments on a regular basis to meet with the work place supervisor and with the learner. In the case of the sessions with the supervisor, this is an opportune time for constructive criticisms and suggestions for improvement. In the case of the learners, it is a good time for reflection on the learning experience. For example, if the learner is experiencing problems with getting along with fellow workers or the work place supervisor, the educational supervisor may be able to guide the learner toward a better view of the proper approach to correcting the problem.

The third category of participants in delivering a quality work experience program are **work site personnel**. The input from these people is the most critical. Not only must they continue to perform their work roles, but also they must have a thorough understanding of their added roles of model, teacher, supervisor, and possibly even mentor for these new learners. Their acceptance to participate should be preceded by a complete orientation regarding the aims of the overall program and their specific duties regarding its implementation (Miguel 1979, pp. 38-39). As has been stated earlier, the work place supervisor has a critical role in the success of the program. Responsibilities include the following:

1. Working with the educational supervisor to set up the program
2. Working with regular employees to ensure they understand that the new learner is not replacing anyone
3. Establishing rapport with the learner and supervising and guiding the learner's progress throughout the program
4. Assessing the learner's progress
5. Reporting the assessment of the experience both to the learner and to the educational supervisor

In order for a work experience program to be successful, all participants must know their roles and understand how their responsibilities intermesh with those of the other participants.

Describing Community Support Strategies

Competency 3 — **List and describe strategies for increasing community support for work experience programs.**

Because the work experience program depends on **collaboration** with business and industry in the community, it is important to have a strong support base. Edwards contends that experiential learning links the world of school with the world of work. It can link the liberal arts with practical application. It can also link organized labor, business, education, and community-based organizations in a common effort (Rose and Miguel, 1979, p. 1).

Several strategies for increasing community support are as follows:

1. Have present work place supervisors identify additional work site sponsors.
2. Present information regarding the work experience program at civic organization meetings.
3. Publicize the merits of the program in school newspapers, local newspapers, and industrial and business newsletters.
4. Cooperate with the local department of labor to discover prospective sites and work place coordinators.

5. Develop a positive working relationship with union representatives for possible placement of students.

6. Successful work experience program completers should serve as informal advertising agents. Their family contacts, along with those of acquaintances, can be an excellent means to disseminate the positive aspects of the program.

Defining Reflective Session

Competency 4 — **Define the term "reflective session" and explain its value to participants in the work experience program.**

The work edited by Rose and Miguel (1979) presents the reflective session as an extremely important part of the learning process in the work experience program. In the section on "Structure for Learning," the authors indicate that these are seminars or counseling sessions conducted expressly so that students may reflect on their work experience.

What purposes do such sessions for **reflection** serve? The authors believe that reflective sessions enable students to **gain insights, discuss problem areas, and learn** things that are difficult to learn experientially in a short time span (Miguel 1979, p. 14).

Reflective sessions allow student learners to vent their reactions to their experiences at the work place. This enables the other students a view of another experience; more importantly, it allows the school supervisor to offer guidance in helping the students to see the situation from various perspectives--the work place personnel's, the school's, the student's. By having this close association, successes are stimulants to those students whose motivation wanes; and learning how others' problems can be handled may prevent future repetitions in similar situations.

Another important purpose the reflective session affords learners is the opportunity to clarify their career plans. These seminars and counseling sessions allow students to reassess their aims and goals regarding the overall purpose of the work experience program. Some pertinent questions that may arise are as follows:

- Why am I participating in this program?
- Will my participation make me more employable?
- Should I pursue this type of work as a career?
- How does the work experience program help me to make more realistic career decisions?
- What are my long-range career goals?
- What are the training requirements to meet my goals?
- Can I train on the job?
- Can I work part-time and attend school part-time?
- Can I learn my chosen occupational task via an apprenticeship program?

Identifying Students Problems

Competency 5 — **Identify problems that students may have when working with other employees.**

Learners participating in the work experience program may undergo various sorts of treatment from permanent employees at the work place. Advanced warning regarding some of the possible problem areas will help the learner cope with them when/if they occur. The educational supervisor and the work place supervisor can do much to prepare the learner participant in terms of what to expect in this regard.

Before the learner is allowed to go to the work place, the education supervisor should assess the student's ability to handle problem situations that may arise. This can be achieved through discussions and/or role playing. Simulation tends to be more directly related and may appear more relevant to the learner.

Some possible problem areas may be related to proper dress, hair style, and grooming. Other potential problem areas may be less obvious. Some of these relate to the typical razzing or haranguing of any new worker that occurs in some organizations as a sort of "rite of passage." Many organizations have informal initiations for the new worker. These may involve unrealistic workloads, shunning, teasing, or other sorts of subtle harassments. The learner should be made aware of these types of behaviors by the education supervisor or by the work place supervisor. A mentor could be a real comfort in some cases.

Yager (1982) in a bulletin put out by the National Association of Secondary School Principals, noted that students leaving the educational system and entering the work world do not know how to cope or how to work with others. He outlines several skills found to be the most underdeveloped as follows:

1. **Oral Communications**--the ability to express oneself, to talk with others, to express ideas, to be persuasive

2. **Listening**--the ability to listen to what others say, to wait until another is done speaking and then digest or assimilate the thought or the meaning, to probe for understanding

3. **Problem solving**--the ability to see problems in a situation, to solve problems, and to take a problem-solving approach to situations

4. **Leadership**--the ability to influence others--to lead others--in pursuit of a goal, to organize a group, or to assert oneself in a tactful, though influential way

5. **Organizational ability**--the ability to organize work, responsibilities, time, and the work of others (pp. 28-32)

NOTES

Learning Experience 1

Defining Work Experience Program

OVERVIEW

COMPETENCY	Define the term "work experience program" and identify its major purposes and components.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Define "work experience program"; identify its major components; list at least six skills that students participating in work experience programs have been reported to acquire.
INDIVIDUAL ACTIVITY	From memory, write a brief description of a work experience program; identify its major components; list six skills that students participating in work experience programs have been reported to acquire.
INDIVIDUAL FEEDBACK	Compare your responses with the reading.
GROUP LEARNING OBJECTIVE	Gain consensus as a group regarding a definition, major components, and skills acquired by students.
GROUP ACTIVITY	Discuss the definition of a work experience program, its major components, and skills reportedly acquired by students in such programs.

INDIVIDUAL ACTIVITY

From memory, write a brief description of a work experience program; identify its major components; list six skills that students participating in work experience programs have been reported to acquire.

Review the reading for Competency 1 on page 7. Complete the following tasks.

Describe a work experience program.

List the major components of a work experience program.

List six skills work experience students acquire.

INDIVIDUAL FEEDBACK

Compare your responses with the reading.

A work experience program is synonymous with experiential education. It means learning about life roles by studying, observing, and performing them. Individuals learn experientially when they enter work environments for the purposes of (1) acquiring knowledge and skills for given occupations, (2) enhancing their own career development through observing and performing work experiences, and (3) improving their own decision-making skills through studying the social context of work.

Some of the skills that students participating in work experience programs have been reported to acquire are listed.

1. Greater concern for other human beings
2. Ability to get things done
3. Ability to work smoothly with others
4. Realistic attitude toward the elderly, handicapped, and government officials
5. Motivation to achieve
6. Better self-concept
7. Increased responsibility to group or class
8. Risk taking (i.e., openness to new experiences)
9. A sense of usefulness in relation to the community
10. Problem-solving ability
11. Assertiveness
12. Independence

Major components of a program are listed below.

- Purpose/rationale
- Population served
- Expected enrollment
- Selection procedures
- Placement process
- Pay for enrollees

- Time at work/learning site
- Graduation credit
- Evaluation of enrollees
- Cost of program
- Supervision at work site
- Business, labor, community involvement in program policy making
- Orientation for coordinators, enrollees, and on-the-job supervisors
- Coordination with classroom instruction
- Program guidelines
- Legal problems
- Transportation to work site
- Follow-up studies planned

GROUP ACTIVITY

Discuss the definition of a work experience program, its major components, and skills reportedly acquired by students in such programs.

Note: The Individual Activity should be completed before the Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction 1. Have participants complete the Individual Activity if they have not already done so. 2. Divide the participants into small groups of three to five members each. B. Small Group Activity 1. Indicate to the groups that they will discuss their answers to the Individ-	

Facilitator's Outline	Notes
ual Activity and then will present the points discussed to the large group. 2. Ask members of each small group to discuss their responses to each part of the Individual Activity and to list their agreed upon answers on sheets of paper. C. Large Group Activity 1. Bring all the participants together. Place the pieces of paper on which the definitions, major components, and skills are listed in the front of the room. Have the participants inspect all of the lists. 2. Conduct a general discussion of the points identified by the small group and add others as they are suggested by the large group. 3. Try to develop some consensus concerning the definition, its major components, and skills acquired by students.	Provide large sheets of paper and marking pens.

NOTES

Learning Experience 2

Identifying Participants

OVERVIEW

COMPETENCY	Identify the major caategories of participants in a work experience program and describe the responsibilities of each.
READING	Read Competency 2 on page 8.
INDIVIDUAL LEARNING OBJECTIVE	List the three categories of participants and describe the responsibilities of each.
INDIVIDUAL ACTIVITY	Describe the responsibilities of the types of people involved in a work experience program.
INDIVIDUAL FEEDBACK	Compare your list with the given information.
GROUP LEARNING OBJECTIVE	Define the participants' responsibilities and delete, add to, or modify them.
GROUP ACTIVITY	Discuss who the participants of a work experience program are and their responsibilities. Modify the list by addition or deletion as deemed appropriate.

INDIVIDUAL ACTIVITY

Describe the major responsibilities of the types of people involved in a work experience program.

Review the reading for Competency 2 on page 8. List each category of participants and briefly describe each one's primary responsibilities.

Participant	Responsibilities

INDIVIDUAL FEEDBACK

Compare your list with the given information.

Listed below are the participants and some of their major responsibilities.

Participant	Responsibilities
Learner	• Follow rules and regulations of the program supervisors--both educational and work place. • Know and do what is expected of them; e.g., attendance, "on time" good worker attitude, etc. • Perform tasks on job. • Ask questions to clarify points. • Discuss problem areas if/when they arise. • Meet with educational supervisor for reflective sessions.
Educational Personnel	• Make sure that learners are ready to participate in the program. • Make sure that work place supervisor understands his role in the program. • Emphasize the team effort concept inherent in the program's successful delivery. • Schedule regular appointments with learners and work place supervisors to answer questions, offer guidance, assist in problem-solving, and promote good relations and increased learning.
Work Place Supervisor	• Assist the educational supervisor in setting up and implementing the program. • Make regular employees aware that the learner-participant is not replacing a present employee. • Meet with learner and educational supervisor at scheduled times or as needed to answer questions or clarify/prevent problem situations.

- Assess the learner's progress.
- Report the results to the learner and to the educational supervisor.

GROUP ACTIVITY

Discuss who the participants of a work experience program are and their responsibilities. Modify the list by addition or deletion as deemed appropriate.

Note: Complete the Individual Activity before the Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Have participants complete the Individual Activity if they have not already done so.	
2. Divide the workshop participants into small groups of three to five members each.	
B. Small Group Activity	
1. Indicate to the groups that they will discuss their answers to the Individual Activity and then will present them to the large group.	
2. Ask members of each small group to discuss the types of participants they think should be involved in a work experience program and the responsibilities of each type. Indicate that the types of participants do not need to be limited to that described in the reading if proper rationale is provided for additions.	
3. Have each group list their responses on large sheets of paper so the information can be presented to the large group.	Provide large sheets of paper and marking pens.

Facilitator's Outline	Notes
C. Large Group Activity 1. Bring all of the participants together. Display the sheets of paper from the small groups for all to see. Discuss the responses. 2. Reach consensus on the essential responsibilities associated with each category of participant in a work experience program.	

NOTES

Learning Experience 3

Describing Community Support Strategies

OVERVIEW

COMPETENCY	List and describe strategies for increasing community support for work experience programs.
READING	Read Competency 3 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	List four strategies for increasing community support for the work experience program.
INDIVIDUAL ACTIVITY	From memory, list the major strategies for increasing community support for the work experience program.
INDIVIDUAL FEEDBACK	Compare your list with the given information.
GROUP LEARNING OBJECTIVE	Define various strategies for increasing community support for the work experience program.
GROUP ACTIVITY	Discuss the strategies outlined in the reading. Add others to this list as needed.

INDIVIDUAL ACTIVITY

From memory, list the major strategies for increasing community support for the work experience program.

Review the reading for Competency 3 on page 9. Describe at least four strategies for increasing community support for the work experience program.

INDIVIDUAL FEEDBACK

Compare your list with the given information.

Listed below are the strategies mentioned in the reading.

Strategies

- Ask work place supervisors for referrals to other work site sponsors
- Make presentations at civic organization meetings
- Cooperate with department of labor personnel
- Establish a rapport with union representatives
- Utilize contacts of successful program completers

GROUP ACTIVITY

Discuss the strategies outlined in the reading. Add others to this list as needed.

Note: Complete the Individual Activity before the Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction 1. Have participants complete the Individual Activity if they have not already done so. 2. Divide the workshop participants into small groups of three to five members each. B. Small Group Activity 1. Indicate to the groups that they will discuss their strategies and then will present them to the large group.	

Facilitator's Outline	Notes
2. Ask members of each small group to discuss the strategies they identified. Indicate that the strategies do not need to be limited to those described in the reading if proper rationale is provided for additions.	
3. Have each group list their strategies on large sheets of paper so the information can be presented to the large group.	Provide large sheets of paper and marking pens.
C. Large Group Activity	
1. Bring all of the participants together again. Display the sheets of paper for all to see. Discuss the results.	
2. Reach consensus on the major strategies for increasing community support for the work experience program.	

Learning Experience 4

Defining Reflective Session

OVERVIEW

COMPETENCY	Define the term "reflective session" and explain its value to participants in the work experience program.
READING	Read Competency 4 on page 10.
INDIVIDUAL LEARNING OBJECTIVE	Describe a reflective session and enumerate some of its benefits to the student learner.
INDIVIDUAL ACTIVITY	From memory, write a brief definition of a reflective session and some primary benefits it offers the student learner.
INDIVIDUAL FEEDBACK	Compare your description with the given information.
GROUP LEARNING OBJECTIVE	Define a reflective session as it pertains to the work experience program and list positive outcomes it may produce. Add to the outcomes if desired.
GROUP ACTIVITY	Discuss the importance of having reflective sessions; add to the list of positive outcomes if desired.

INDIVIDUAL ACTIVITY

From memory, write a brief definition of a reflective session and some primary benefits it offers the student learner.

Review the reading for Competency 4 on page 10. Write a definition of reflective session.

List at least six benefits the reflective session offers a student learner.

INDIVIDUAL FEEDBACK

Compare your description with the given information.

Listed below is a definition of a reflective session and some positive outcomes it provides student learners.

Reflective Session--a seminar or counseling session included as an integral part of many experiential programs' structured learning process.

Purposes or benefits of the reflective session include providing the opportunity to--

- gain insight.
- discuss problems.
- learn things that are difficult to learn experientially in a short time span.
- react to the work setting.
- learn about the experiences of others.
- become motivated.
- prevent potential problems in the future.
- clarify student's reasons for participating.
- make more realistic career decisions, and
- discover additional ways to enhance the benefits of the program.

GROUP ACTIVITY

Discuss the importance of having reflective sessions; add to the list of positive outcomes if desired.

Note: Complete the Individual Activity before the Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Have participants complete the Individual Activity if they have not already done so.	
2. Divide the workshop participants into small groups of three to five members each.	
B. Small Group Activity	
1. Indicate to small group members that they will discuss their responses to the Individual Activity and then will present the information to the large group.	
2. Ask members of each group to list the benefits for students of reflective sessions.	
3. Have the small groups list the benefits on large sheets of paper so the information can be presented to the large group.	Provide large sheets of paper and marking pens.
C. Large Group Activity	
1. Bring all the participants together. Display the sheets of paper for all to see. Discuss the results.	
2. Reach a consensus regarding the benefits of reflective sessions for student learners.	

Learning Experience 5

Identifying Students' Problems

OVERVIEW

COMPETENCY	Identify problems that students may have when working with other employees.
READING	Read Competency 5 on page 11.
INDIVIDUAL LEARNING OBJECTIVE	List several potential problems that students may have involving other employees when they begin work on the site.
INDIVIDUAL ACTIVITY	From memory list some of the potential problems that student participants may have involving other employees when they begin work at the work place.
INDIVIDUAL FEEDBACK	Compare your list with the given information.
GROUP LEARNING OBJECTIVE	Describe the potential problems outlined in the reading and develop others that may be appropriate.
GROUP ACTIVITY	Discuss the potential problems facing students. Add to those mentioned in the reading.

INDIVIDUAL ACTIVITY

From memory list some of the potential problems that student participants may have involving other employees when they begin work at the work place.

Review the reading for Competency 5 on page 11.

List at least six problems that student participants may have when they begin work.

INDIVIDUAL FEEDBACK

Compare your list with the given information.

Listed below are some of the potential problems that student workers may have involving other employees at the work place.

Appropriate dress

Grooming

Harassment

Razzing

Haranguing

"Informal Initiations"

- unrealistic workload
- shunning
- teasing

Oral communication

Listening

Problem solving

Leadership

Organizational ability

GROUP ACTIVITY

Discuss the potential problems facing students. Add to those mentioned in the reading.

Note: Complete the Individual Activity before the Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Have participants complete the Individual Activity if they have not already done so.	
2. Divide the workshop participants into small groups of three to five members each.	
B. Small Group Activity	
1. Indicate to small group members that they will discuss their responses to the Individual Activity and then will present the information to the large group.	
2. Ask members of each group to list the potential problems they arrived at in the Individual Activity. Indicate that the problems do not need to be limited to those described in the reading if proper rationale is provided for additions.	
3. Have each group list the potential problems on large sheets of paper so the information can be presented to the large group.	Provide large sheets of paper and marking pens.
C. Large Group Activity	
1. Bring all the participants together. Display the large sheets of paper for all to see. Discuss the results.	
2. Reach a consensus regarding potential problems involving other employees that student participants may face in a work place setting.	

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School.
7. Secondary School.
8. Postsecondary School.
9. College/University.
10. JTPA.
11. Veterans.
12. Church.
13. Corrections.
14. Youth Services.
15. Business/Industry Management.
16. Business/Industry Labor.
17. Parent Group.
18. Municipal Office.
19. Service Organization.
20. State Government.
21. Other.

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic). None	Slight	Some	Much	Very Much	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic). Not Taught	Little	Some	Good	Outstanding
1. Define "Work Experience Program."	0	1	2	3	4	0	1	2	3	4
2. Identify the major components of a work experience program.	0	1	2	3	4	0	1	2	3	4
3. State six skills which students participating in work experience programs have been reported to acquire.	0	1	2	3	4	0	1	2	3	4
4. List the three categories of participants in a work experience program and describe the responsibilities of each.	0	1	2	3	4	0	1	2	3	4
5. List four strategies for increasing community support for the work experience program.	0	1	2	3	4	0	1	2	3	4
6. Describe a reflective session and enumerate some of its benefits to the student learner.	0	1	2	3	4	0	1	2	3	4
7. List several potential problems which students may have involving other employees when they begin work on the site.	0	1	2	3	4	0	1	2	3	4

Overall Assessment on Topic of Work Experience Program

Comments:

_____

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Develop a Work Experience Program*

Module Number: CG C-7

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Develop consensus concerning a definition of a work experience program, its major components, and skills acquired by students as a result of participating in a work experience program.	1. Did the group's definition include learning about life roles by studying, observing, and performing them? 2. Did the group's list of major components include acquiring knowledge and skills for given occupations enhancing career development through observing and performing work experiences or improving decision-making skills through studying the social context of work? 3. Did the group's list of skills acquired by students include some of those enumerated in the reading, such as-- • greater concern for other human beings; • ability to get things done; • ability to work smoothly with others; • realistic attitude toward the elderly, handicapped, and government officials; • motivation to achieve; • better self-concept; • increased responsibility to group or class; • risk taking (i.e., openness to new experiences); • a sense of usefulness in relation to the community; • problem-solving ability; • assertiveness; and • independence.
Group Activity Number 2: Discuss modifications and additions to adjust the proposed elements of a plan for establishing a work experience program to accommodate various idiosyncratic situations.	1. Did the group discuss the reasons for modifying the proposed elements of a plan for establishing a work experience program in various situations?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 3: Discuss the strategies outlined in the text portion of the module and add others as needed.	1. Did the group discuss ways to maintain community support?
Group Activity Number 4: Discuss the importance of having reflective sessions.	1. Did the group reveal that it understood the value of reflective sessions? 2. Did group members make additions to the list of positive outcomes mentioned in the reading?
Group Activity Number 5: Discuss problems which potentially face students and add to these mentioned in the reading.	1. Did the group discuss problems that students may experience? 2. Did they mention other problems students potentially face that were not brought out in the reading?

REFERENCES

Experiential Education Advisory Panel, Richard J. Miguel (Project Director), *Experiential Education Policy Guidelines*. Columbus, Ohio: The National Center for Research in Vocational Education, 1979.

Miguel, Richard J.; Levine, Herbert; Graham, Richard; Kohler, Mary; Edwards, Kenneth; Durant, Joseph; Sexton, Robert; and Bucknam, Ronald. *But For Me It Wouldn't Work: Implications of Experiential Education Policy Guidelines*. Columbus, Ohio. The National Center for Research in Vocational Education, 1979.

Yager, Edwin G. "Training Students for the World of Work--Need Coping Mechanisms," NASSP Bulletin, January, 1982, pp. 28-32.

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

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Linda A. Pfister ..... Former Project Director
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A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

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CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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